



Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Grade 11 Literacy Examination

March 2007
Administration

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Arkansas Department of Education

Teacher Handbook—2007 Grade 11 Literacy

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Introduction—2007 Grade 11 Literacy

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** includes a *Grade 11 Literacy Examination* for grade 11 students. It consists of multiple-choice and open-response items that directly assess student knowledge relative to Reading and Writing. The Arkansas *English Language Arts Curriculum Framework* is the basis for development of the *Grade 11 Literacy Examination*.

In March 2007, eleventh-grade students participated in the *Grade 11 Literacy Examination*. Results of this examination will be provided to all students, schools, and districts to be used as the basis for instructional change.

This handbook provides information about the scoring of student responses to open-response items in reading and to the direct writing prompts. It describes the scoring procedures and the scoring criteria (rubrics) used to assess student responses. Copies of actual student responses are provided, along with scores given to those responses, to illustrate how the scoring criteria were applied in each content area.

Additional information about the *Grade 11 Literacy Examination* is available through the Arkansas Department of Education. Questions can be addressed to Dr. Gayle Potter at 501-682-4558.

Scoring Student Responses to Reading and Writing Open-Response Items—2007 Grade 11 Literacy

The multiple-choice and open-response test items for the Reading and Writing components of the *Grade 11 Literacy Examination* are developed with the assistance and approval of the Content Advisory Committees. All passages and items on the *Grade 11 Literacy Examination* are based on the Arkansas Curriculum Frameworks and developed with the assistance and approval of Content Advisory Committees and Bias Review Committees. These committees are composed of active Arkansas educators.

While multiple-choice items are scored by machine to determine if the student chose the correct answer from four options, responses to open-response items must be scored by trained “readers” using a pre-established set of scoring criteria.

Reader Training

Readers are trained to score only one content area. Qualified readers for the Arkansas scoring will be those with a four-year college degree in English, language arts, education, mathematics, science, or related fields.

Before readers are allowed to begin assigning scores to any student responses, they go through intensive training. The first step in that training is for the readers to read the writing prompt or the Reading passage and its item as it appeared in the test booklet and to respond—just as the student test takers are required to do. This step gives the readers some insight into how the students might have responded. The next step is the readers’ introduction to the scoring rubric. All of the specific requirements of the rubric are explained by the Scoring Director who has been specifically trained to lead the scoring group. Then responses (anchor papers) that illustrate the score points of the rubric are presented to the readers and discussed. The goal of this discussion is for the readers to understand why a particular response (or type of response) receives a particular score. After discussion of the rubric and anchor papers, readers practice scoring sets of responses that have been pre-scored and selected for use as training papers. Detailed discussion of the responses and the scores they receive follows.

After three or four of these practice sets, readers are given “qualifying rounds.” These are additional sets of pre-scored papers, and, in order to qualify, each reader must score in exact agreement on at least 80% of the responses and have no more than 5% non-adjacent agreement on the responses. Readers who do not score within the required rate of agreement are not allowed to score the *Grade 11 Literacy Examination* responses.

Once scoring of the actual student responses begins, readers are monitored constantly throughout the project to ensure that they are scoring according to the criteria. Daily and cumulative statistics are posted and analyzed, and Scoring Directors or Team Leaders reread selected responses scored by the readers. These procedures promote reliable and consistent scoring. Any reader who does not maintain an acceptable level of agreement is dismissed from the project.

Scoring Procedures

All student responses to the *Grade 11 Literacy Examination* open-response test items are scored independently by two readers. Those two scores are compared, and responses that receive scores that are non-adjacent (a “1” and a “3,” for example) are scored a third time by a Team Leader or the Scoring Director for resolution.

This Teacher Handbook includes Reading passages with their open-response items and the Writing prompts as they appeared in this year’s test. The specific scoring rubric for each item and annotated response for each score point of the rubric follows. The goal is for classroom teachers and their students to understand how responses are scored. It is hoped that this understanding will help students see what kind of performance is expected of them on the *Grade 11 Literacy Examination*.

READING RESPONSES

Martínez' Treasure

by Manuela Williams Crosno

There was once a man named Juan Martínez who lived near the mountains, but it was so long ago no one can remember just where he lived. He had a wife named Rosa, a burro whom he called José, and two goats. Rosa had a small flock of chickens. At one time Juan and Rosa had been young and carefree, but now they were quite old.

They lived where the mountains meet the desert and the forest begins. Each day Martínez walked among the trees and gathered small pieces of wood. He loaded these on José's back. José moved slowly because that is how all burros are.

For many years, Juan and Rosa had lived in a small house, which Juan proudly called their *casa*. From time to time they had repaired the house with adobe, which they patted on with their bare hands, until now all its sides bulged like buttresses. The roof leaned badly, as if it were trying to shelter its owners.

4 Juan and Rosa worked hard. In summer, they raised beans and corn to eat through the winter, and chili peppers to season the beans. The red strings of peppers hanging over the roof of their *casa* in the fall were the only colorful things about it. With the small amount of money Juan received for the firewood he sold, they were able to buy a bit of food—flour for the tortillas and, occasionally, cheese for the enchiladas.

Juan and Rosa seldom saw a living thing—just José, who was not good company, their two goats, the chickens, and a few lizards that darted

from their path as they went about their work.

6 When they were young, they had made great plans for themselves. But trying to produce food from the dry soil had been difficult. Gradually they lost themselves in work and forgot how to laugh or play. Finally, they talked of nothing except their work and completely abandoned their early dreams. They forgot they had ever been happy, and they accepted their monotonous and meager living as a way of life. All they knew was work and more work.

The two people were busy all day long. Juan would be gone for hours, loading old José's back with wood. The next day, Juan would go to the village, several miles away, to sell the wood. Then he would gather another load of wood, and so on, day in and day out.

For Rosa, each day was the same. She would rise early and milk the two goats. Then, unless there were many rains, she would drive the goats out to eat the grama grass¹ that grew meagerly on the desert. She worked hard in the fields, with the goats close by.

9 Sometimes she baked in the oven, which was like those built by Indians who lived in the pueblos along the river. The round adobe oven looked like a huge beehive sitting on the ground. At one side near the bottom was a small opening, and above it a smaller hole through which smoke escaped. Rosa heated the oven by burning wood in it. Then she removed the hot coals and put in small

¹ grama grass: a type of pasture grass that grows in the southwestern U.S.

pieces of dough. When baked, the dough became dark brown and brittle, unlike the tortillas she sometimes baked for special days. When Rosa made tortillas, she used a metate² to grind the corn, and then flattened and shaped the cakes with her hands. The cakes came out white, with some brown spots. Juan always told Rosa they were the best tortillas he had ever tasted.

One evening Juan came home much later than usual. It had been dark for several hours. Rosa had stood at the window, holding a candle, peering anxiously out into the darkness, looking for a sign of him. When he finally stood in the doorway, she noticed that his clothing was dusty and caked with mud. José stood behind him. Instead of the usual load of wood, a box or chest, about eighteen inches deep and wide and two feet long, was tied across the burro's sagging back. Together Juan and Rosa removed the box and dragged it inside, for it was very heavy and covered with hard-packed soil.

Juan told Rosa an interesting story. While Juan was gathering wood, José had wandered to the edge of a small arroyo.³ The burro's weight caused some soil on the side of the arroyo to give way, and José slid to the bottom of the ditch, a distance of a few feet. Juan walked down into the arroyo to get the burro. He saw the box sticking out of the side of the arroyo where the earth had crumbled. All day he dug about it with sticks, only to find it was too heavy for him to lift onto the burro's back. He dragged the chest along the top of the arroyo to a place where the ditch was deeper than José was tall, and there he lowered it onto the burro's back and brought it home.

Rosa's first concern was for Juan. She gave him dry clothing and a bowl of hot chili. Then, they could no longer contain their excitement, and they turned their attention to the box, wondering what it contained. But they could find no place where it might be opened; it had no lock, and its top could not be pried off. The chest was rusty, so they scraped it with knives and even washed its sides in an effort to find a way to open it. They worked very late by the light of the crude candle that Rosa had carefully made. Still, they found no way to open the box, and so they decided to sleep and try again in the morning.

At daybreak, they again tried to open the box. Remembering stories of hidden gold, they were certain the chest was filled with old Spanish coins. Therefore, they did not want anyone to know of their discovery. They had to find a way to open it themselves.

14 But promises of riches could not keep them from their work. Soon after the first warm glow of sunlight came through their window, habit called them to their usual tasks. They hid the box away under some old blankets and baskets, and, all day, they thought about it and the treasure it contained.

Again they worked late into the night, trying to open the box. They could see small letters carved into the metal-like material, but neither of them had the opportunity to learn to read. Above the letters was a single ornament, standing out from the chest as if for emphasis as well as design.

Juan and Rosa were strangely content now that they thought they were rich. They spent many hours trying to open the chest, and while they were working, a great change came over them. They became happy, and they remained so! Now that they had gold, they did not mind how they appeared. They did not mind that José was old. They could buy many burros with the gold in the chest! They worked uncomplainingly, and they ate their meager food as if it, too, contained great richness.

Finally, Juan said to his wife, "We must tell no one about the box, and we must think hard how to open it. Some day I will find how to open it!"

"That is right," she agreed. "We must tell no one!"

"Even if we could open the box," added her husband, "we would be afraid to keep the gold about. We would want to store it someplace. Here it is safely hidden—and we will leave it here as if we had stored it away! We are rich people!"

They put the chest away, hiding it carefully, and walked in lively steps around the room—almost dancing.

"Look, my Juan," said Rosa, "we are not so old!"

Now they felt as they had when they were young, so they began to do many things that were new to them. They did not work so long each day,

² metate: pronounced me-tah-tay; a slightly hollowed out stone in which grain and corn were ground

³ arroyo: a dry stream bed

Reading Passage A (continued)—2007 Grade 11 Literacy

and yet they seemed to get as much done as before. Juan sang half-remembered phrases of old songs in a shaky treble as he gathered wood. Rosa planted morning glories all around the *casa*, covering its barrenness. Their blossoms were large and blue and made the old, brown adobe look beautiful! Juan and Rosa kept the goat corral and the chicken pen clean. They even tolerated José and brushed his tattered coat until it was almost shiny.

Happiness, it seemed, came to them in great amounts. Their relatives in the village noticed this change. There was a new freshness in Rosa's old, wrinkled cheeks, and Juan smiled so often that he

seemed younger. Their eyes sparkled with gladness.

"Juan and Rosa are not so old, after all," said their relatives. One of Juan's brothers, Pancho, gave them a young burro to replace José. It brought much happiness to Juan. With the new burro, he could gather wood faster than ever and hurry back to his *casa* and the box containing his treasure. José was left to wander about on the desert and spend his time in idleness.

So the days passed, and Juan and Rosa knew great joy. They had not learned yet how to open the chest, but they thought that some day they would. It seemed not to matter greatly how soon.

Reading Item A—2007 Grade 11 Literacy

- A. Describe the setting of “Martínez’ Treasure” and explain how the setting affects the characters. Give two examples from the passage to support your response.

Reading Item A Scoring Rubric—2007 Grade 11 Literacy

SCORE	DESCRIPTION
4	The response describes the setting, explains how the setting affects the characters, and gives two examples from the passage for support.
3	<p>The response describes the setting, explains how the setting affects the characters, and gives one example from the passage for support.</p> <p style="text-align: center;">OR</p> <p>The response describes the settings and gives two examples from the passage for support.</p> <p style="text-align: center;">OR</p> <p>The response explains how the setting affects the characters and gives two examples from the passage for support.</p>
2	<p>The response describes the setting and explains how the setting affects the characters.</p> <p style="text-align: center;">OR</p> <p>The response describes the setting and gives one example from the passage for support.</p> <p style="text-align: center;">OR</p> <p>The response explains how the setting affects the characters and gives one example from the passage for support.</p>
1	<p>The response describes the setting.</p> <p style="text-align: center;">OR</p> <p>The response explains how the setting affects the characters.</p>
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Score Point: 4

The student thoroughly describes the setting (“‘where the mountains meet the desert and the forest begins’”) and uses relevant information from the passage to support it (“The two main characters, José and his wife, Rosa, lived in a small house which they occasionally repaired using adobe,” “‘its sides bulged like buttresses... [and] the roof leaned badly’”). The response also clearly explains how the setting affects the characters (“These drab surroundings caused José and Rosa to abandon the dreams they acquired as young lovers”) and uses an accurate detail from the passage (“‘all they knew was work and more work’”) to support it.

"Martínez' Treasure" is set "where the mountains meet the desert and the forest begins." The two main characters, José and his wife, Rosa, lived in a small house which they occasionally repaired using adobe. However, the house is now in shambles and "its sides bulged like buttresses... [and] the roof leaned badly." These drab surroundings caused José and Rosa to abandon the dreams they acquired as young lovers, and accept their monotonous and meager living as a way of life. All they knew was work and more work."

However, when José's burro slid into an arroyo, José found a box that he and Rosa assumed contained old Spanish coins. Though they never found a way to open the box, the thought of being wealthy brought back their old hopes and dreams, and they regained their happiness.

Score Point: 3

The student adequately describes the setting (“near the mountains in a little casa”) and uses two examples from the passage to support the description (“where the mountains meet and the desert and forest begins”; “Their house was repaired from time to time...with adobe”). The rest of the response as an explanation of how the setting affects the characters shows a general, but not a comprehensive, understanding of the question (“describes where they live and what they do to earn money” lacks details).

The setting takes place a long time ago near the mountains in a little casa built by husband and wife. They lived where the mountains meet and the desert and forest begins. Their house was repaired from time to time and it was repaired with adobe. The setting has a very important effect on the two characters Rosa, and Juan. The setting describes where they live and what they do to earn money which lets the reader know what they might look like, dress like or act like. My impression of the characters is that they live among the Spanish culture. They talk Spanish too and dress in old fashioned Mexican outfits. You can tell a lot about a person by just reading about their lifestyle.

Score Point: 2

While the student does identify the setting (“in a desert”) and how it affects the characters (“The monotony of Juan and Rosa’s lives stems from the plainness of the desert”), the response shows only a basic understanding of the passage and item with little evidence or information from the passage as support.

The story takes place in a desert. The monotony of Juan and Rosa's lives stems from the plainness of the desert.

Score Point: 1

The response attempts to identify the setting (“in rural Mexico”), but shows minimal understanding and uses no information from the passage to support it.

On the passage Martinez Treasa there are certain settings that affects character, also the setting of Martinez Treasa. The setting of this was probably in rural Mexico.

Score Point: 0

There is no evidence that the student read the passage or understood the item. The response is irrelevant.

He was a man of treasure who love what he had with that treasure he helped others out that need a hand so if there ever needed anything they could just ask him for the help most of all he likes helping people.

John Chapman

by Michael Pollan

If you happened to find yourself on the banks of the Ohio River on a particular afternoon in the spring of 1806—somewhere just to the north of Wheeling, West Virginia, say—you would probably have noticed a strange makeshift craft drifting lazily down the river. At the time, this particular stretch of the Ohio, wide and brown and bounded on both sides by steep shoulders of land thick with oaks and hickories, fairly boiled with river traffic, as a ramshackle armada of keelboats and barges ferried settlers from the comparative civilization of Pennsylvania to the wilderness of the Northwest Territory.

The peculiar craft you'd have caught sight of that afternoon consisted of a pair of hollowed-out logs that had been lashed together to form a rough catamaran, a sort of canoe plus sidecar. In one of the dugouts lounged the figure of a skinny man of about thirty who may or may not have been wearing a burlap coffee sack for a shirt and a tin pot for a hat. According to the man in Jefferson County who deemed the scene worth recording, the fellow in the canoe appeared to be snoozing without a care in the world, evidently trusting in the river to take him wherever it was he wanted to go. The other hull, his sidecar, was riding low in the water under the weight of a small mountain of seeds that had been carefully blanketed with moss and mud to keep them from drying out in the sun.

3 The fellow snoozing in the canoe was John Chapman, already well known to people in Ohio by his nickname: Johnny Appleseed. He was on his

way to Marietta, where the Muskingum River pokes a big hole into the Ohio's northern bank, pointing straight into the heart of the Northwest Territory. Chapman's plan was to plant a tree nursery along one of the river's as-yet-unsettled tributaries, which drain the fertile, thickly forested hills of central Ohio as far north as Mansfield. In all likelihood, Chapman was coming from Allegheny County in western Pennsylvania, to which he returned each year to collect apple seeds, separating them out from the fragrant mounds of pomace that rose by the back door of every cider mill. A single bushel of apple seeds would have been enough to plant more than three hundred thousand trees; there's no way of telling how many bushels of seed Chapman had in tow that day, but it's safe to say his catamaran was bearing several whole orchards into the wilderness.

4 The image of John Chapman and his heap of apple seeds riding together down the Ohio has stayed with me since I first came across it a few years ago in an out-of-print biography. The scene, for me, has the resonance of myth—a myth about how plants and people learned to use each other, each doing for the other things they could not do for themselves, in the bargain changing each other and improving their common lot.

Henry David Thoreau once wrote that "it is remarkable how closely the history of the apple tree is connected with that of man," and much of the American chapter of that story can be teased out of Chapman's story. It's the story of how pioneers like him helped domesticate the frontier by seeding it

with Old World plants. “Exotics,” we’re apt to call these species today in disparagement, yet without them the American wilderness might never have become a home. What did the apple get in return? A golden age: untold new varieties and half a world of new habitat.

As an emblem of the marriage between people and plants, the design of Chapman’s peculiar craft strikes me as just right, implying as it does a relation of parity and reciprocal exchange between its two passengers. More than most of us do, Chapman seems to have had a knack for looking at the world from the plants’ point of view—“pomocentrically,” you might say. He understood he was working for the apples as much as they were working for him. Perhaps that’s why he sometimes likened himself to a bumblebee, and why he would rig up his boat the way he did. Instead of towing his shipment of seeds behind him, Chapman lashed the two hulls together so they would travel down the river side by side.

7 We give ourselves altogether too much credit in our dealings with other species. Even the power over nature that domestication supposedly represents is overstated. It takes two to perform that

particular dance, after all, and plenty of plants and animals have elected to sit it out. Try as they might, people have never been able to domesticate the oak tree, whose highly nutritious acorns remain far too bitter for humans to eat. Evidently the oak has such a satisfactory arrangement with the squirrel—which obligingly forgets where it has buried every fourth acorn or so—that the tree has never needed to enter into any kind of formal arrangement with us.

The apple has been far more eager to do business with humans, and perhaps nowhere more so than in America. Like generations of other immigrants before and after, the apple has made itself at home here. In fact, the apple did such a convincing job of this that most of us wrongly assume the plant is a native. (Even Ralph Waldo Emerson, who knew a thing or two about natural history, called it “the American fruit.”) Yet there is a sense—a biological, not just metaphorical sense—in which this is, or has become, true, for the apple transformed itself when it came to America. Bringing boatloads of seed onto the frontier, Johnny Appleseed had a lot to do with that process, but so did the apple itself. No mere passenger or dependent, the apple is the hero of its own story.

Reading Item B—2007 Grade 11 Literacy

- B.** Explain why observing John Chapman as he traveled along the Ohio River would have been a strange sight. Include three details from the passage to support your response.

Reading Item B Scoring Rubric—2007 Grade 11 Literacy

SCORE	DESCRIPTION
4	The response explains why observing John Chapman as he traveled along the Ohio River would have been as strange sight and includes three details from the passage to support the response.
3	The response explains why observing John Chapman as he traveled along the Ohio River would have been a strange sight and includes two details from the passage for support.
2	The response explains why observing John Chapman as he traveled along the Ohio River would have been a strange sight and includes one detail from the passage for support.
1	The response explains why observing John Chapman as he traveled along the Ohio River would have been a strange sight.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Score Point: 4

The student thoroughly explains why observing John Chapman as he traveled along the Ohio River would have been a strange sight (“Imagine walking by a river, minding your own business, and suddenly you notice a man”; “How strange”; “This sight continues to become more peculiar. You rub your eyes and refocus only to notice”). The response uses relevant details from the passage as support (“He is, first of all, dressed in a burlap coffee sack for his shirt and a tin pot on his head”; “With a closer look, you see that the sleeping man is drifting in a makeshift boat: two hollowed out logs harnessed side by side”; “Covered with moss and mud lay bushels upon bushels of appleseeds”). The response demonstrates a thorough understanding of the passage.

Imagine walking by a river, minding your own business, and suddenly you notice a man. He is, first of all, dressed in a burlap coffee sack for his shirt and a tin pot on his head. How strange! With a closer look, you see that the sleeping man is drifting in a makeshift boat: two hollowed out logs harnessed side by side. This sight continues to become more peculiar. You rub your eyes and refocus only to notice the contents of one of the logs. Covered with moss and mud lay bushels upon bushels of appleseeds. “Where would this man be headed?” you ask yourself. Oh, this is only Johnny Appleseed, making his way to Marietta to plant yet another tree nursery.

Score Point: 3

The response thoroughly explains why observing John Chapman as he traveled along the Ohio River would have been a strange sight (“The sight of a make shift is always unique it’s self”; “It’s rather silly to be sleeping instead of steering his makeshift”; “Not many people transported appleseeds in that fashion”). The student uses relevant details from the passage as support (“The first reason is that he was in a make shift craft”; “The second reason is that he was asleep”). There is also a minor misrepresentation (“The last reason is that he has mounds of apple seeds on both sides of him”). This is a general, but not a comprehensive, understanding of the passage.

Seeing John Chapman on the Ohio River, might have been a strange sight for three reasons. The first reason is that he was in a make shift craft. The sight of a make shift is always unique it's self. The second reason is that he was asleep. It's rather silly to be sleeping instead of steering his make shift. The last reason is that he has mounds of apple seeds on both sides of him. Not many people transported apple seeds, in that fashion. In the end, no matter the sight of him, Johnny Chapman (Johnny Appleseed) was an American legend.

Score Point: 2

The response does not attempt to explain why observing John Chapman as he traveled along the Ohio River would have been a strange sight. The student uses some accurate information from the passage (“For one he is in a makeshift craft, that is bearily staying aflote”; “he is carrying a big heap of apple seeds”). The response provides evidence of only a basic understanding.

For one he is in a makeshift craft, that is bearily staying aflote. Two, the way he has his rig set up, instead of carrying it behide him, he carries it with him. And lastly he is carrying a big heap of apple seeds

Score Point: 1

The student minimally addresses some part of the item (“Becase you would have seen a raft floating down the river”). The response is inadequate and provides evidence of minimal understanding.

If some one was observeing John chaplin it would have been a strang site ~~becase~~ you would have seen a raft floating down the river.

Score Point: 0

The response does not give a relevant explanation of the item. There is no evidence that the student understands the task.

It was probably just the things
that he would do. They were never
like anyone else's and people
were just amazed by what
they saw. and I guess someone
must of liked it because we
are still hearing about it in
the 20th century.

Hearty Scrambled Eggs

by Nina West and Erin McMurrer

What’s not to love about fluffy, bright yellow, featherweight scrambled eggs? Back in 1998, we discovered that adding milk to the eggs makes the curds soft and pliable, while cooking them over high heat in a constant folding motion coagulates the eggs quickly and efficiently. It was, therefore, a great disappointment when we discovered that our quick, simple recipe ran into trouble as soon as we attempted to add any other ingredients. Just a sprinkle of sautéed vegetables or browned sausage caused the eggs to become watery, discolored, and heavy. As it turned out, the difference between scrambled eggs and “hearty” scrambled eggs was much bigger than we expected.

2 The biggest problem was “weeping”: Additional ingredients seemed to promote water loss in the eggs during cooking. Our first thought was that the temperature of the added ingredients might be a key factor. But from tests in which we tried adding both room-temperature and refrigerated ingredients, we learned that their temperature made little difference to the eggs. We thought perhaps adding a binder would inhibit water loss, so we tried cornstarch, cream cheese, mayonnaise, and bread crumbs—all to no avail. Then we suspected that milk, one of the ingredients in the original recipe, might be the source of the problem, considering that it is mostly water. We eliminated the milk but found that the recipe could not live without it; dairyfree scrambled eggs were tough.

3 Another thought was that the high heat of the recipe was causing the eggs to cook too quickly, seize, and squeeze out their moisture (evident in the gray, unappetizing puddle of liquid on our plate). Although even the slightest bit of overcooking will cause eggs to lose their moisture and high heat makes split-second timing essential, the heat itself was not the problem. To the contrary, the steam created by cooking over high heat was crucial to the light, fluffy texture that was the hallmark of our recipe. Nonetheless, to reduce the margin of error, we reduced the heat to medium. The texture of these eggs was slightly more substantial but certainly not inappropriate for a hearty egg dish. So far, so good—but the added ingredients were still causing our scrambled eggs to turn watery.

We wondered if the method we were using to combine the ingredients in the pan was a factor. Our current approach was to sauté onions, add the beaten eggs, and then fold the ingredients together until the eggs cooked through. For the next test, we removed the sautéed onions from the pan and wiped it clean before cooking the eggs, folded in the sautéed onions when the eggs were nearly done, then let the eggs finish cooking off the heat. Finally, some good news. The weeping was reduced, and the eggs had managed to hold on to their pristine yellow hue.

Because the onions were adding moisture to the eggs, we wondered if we should reduce the liquid elsewhere. We knew that some dairy was important for a soft texture, but perhaps instead of milk we should be using half-and-half or cream, both of which contain less moisture and more fat. We tested them and decided that the heavy cream made the eggs too rich and heavy; half-and-half, however, was perfect. These eggs were substantial, soft, and able to accept most of the ingredients we threw at them. Among the ingredients that were

consistently successful were drier leafy greens, crunchy vegetables, and breakfast meats; there was nary a puddle on our breakfast plate. But we found it best to avoid very watery ingredients, such as mushrooms or ham steaks, which are often full of brine.

Scrambled Eggs with Bacon, Onion, and Pepper Jack Cheese

Serves 4 to 6

- 12 large eggs
- $\frac{3}{4}$ teaspoon table salt
- $\frac{1}{4}$ teaspoon ground black pepper
- 6 tablespoons half-and-half
- 4 bacon slices (about 4 ounces), halved lengthwise, then cut crosswise into $\frac{1}{2}$ -inch pieces
- 1 medium onion, chopped medium (about 1 cup)
- 1 tablespoon unsalted butter
- 1 $\frac{1}{2}$ ounces Pepper Jack or Monterey Jack cheese, shredded (about $\frac{1}{2}$ cup)
- 1 teaspoon minced fresh parsley leaves (optional)

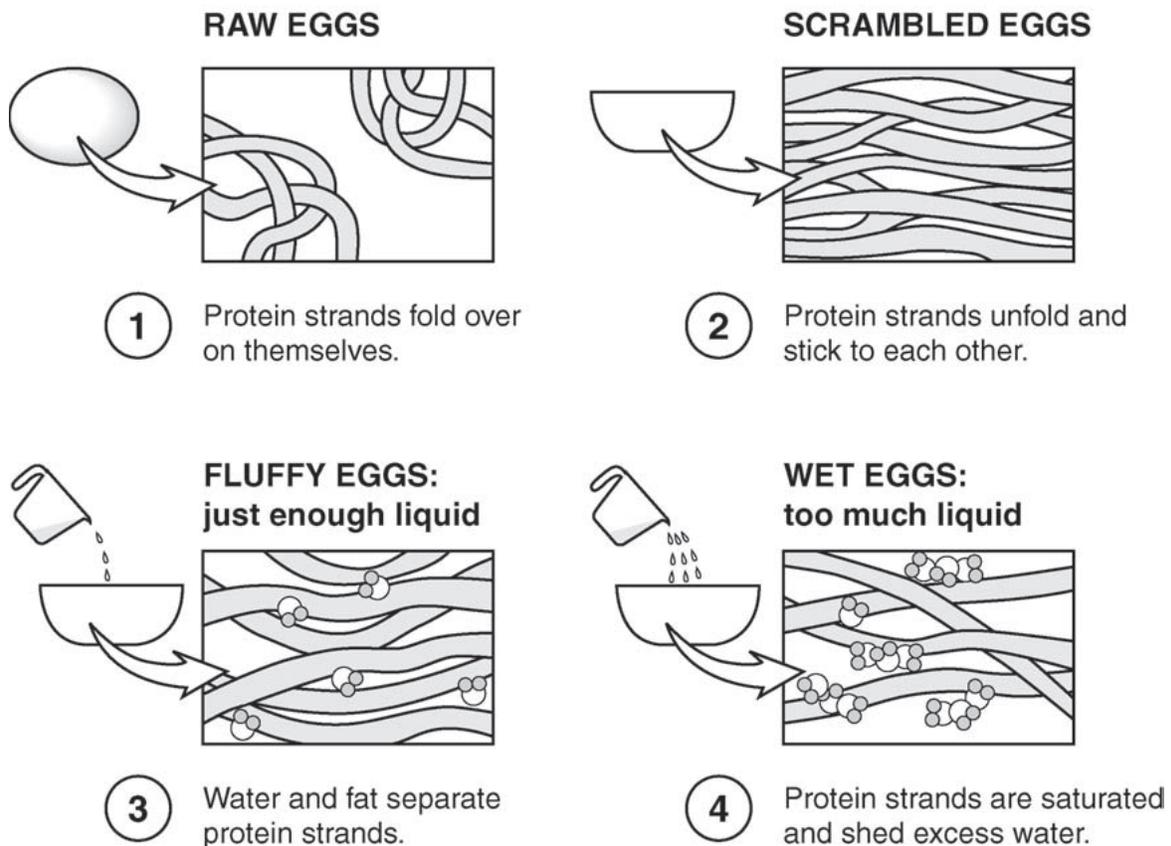
1. Crack eggs into medium bowl; add salt, pepper, and half-and-half. Beat with dinner fork until thoroughly combined.
2. Cook bacon in 12-inch nonstick skillet over medium heat, stirring occasionally, until browned, 4 to 5 minutes. Using slotted spoon, transfer bacon to paper towel-lined plate; discard all but 2 teaspoons bacon fat. Add onions to skillet and cook, stirring occasionally, until lightly browned, 2 to 4 minutes; transfer onion to second plate.
3. Thoroughly wipe out skillet with paper towels, add butter, and set over medium heat. When butter foams, swirl to coat bottom and sides of skillet, then pour in eggs. With heatproof rubber spatula, stir eggs constantly, slowly pushing them from side to side, scraping along bottom of skillet and then around sides, and lifting and folding eggs as they form curds. Do not over-scramble, as curds formed will be too small. Cook eggs until large curds form but eggs are still very moist, 2 to 3 minutes. Off heat, gently fold in onion, cheese, and half of bacon until evenly distributed; if eggs are still underdone, return skillet to medium heat for no longer than 30 seconds. Divide eggs among individual plates, sprinkle with remaining bacon and parsley, and serve immediately.

Science: How Scrambled Eggs Work

Cooking causes profound changes in the structure of egg proteins. Heat encourages these proteins to unfold, stick together, and form a latticed gel (compare illustrations 1 and 2). As a result, eggs transition from a liquid to a semisolid that you can pick up with a fork.

Most scrambled egg recipes call for some sort of dairy. Both the water and the fat in dairy ingredients keep the eggs from becoming tough by getting in between the protein strands, preventing them from joining too tightly (illustration 3). The water also helps to incorporate pockets of air and steam into the eggs as they are gently folded. This translates into fluffy scrambled eggs.

When we added hearty ingredients (each containing some water) to our scrambled egg recipe, however, the eggs became watery and weepy. That’s because eggs can hold only a limited amount of water—too much and they weep as they coagulate (illustration 4). Our solution to the problem of weepy eggs was to reduce the amount of liquid we had been using by 50 percent and to make our liquid of choice half-and-half rather than milk. While these scrambled eggs are not quite as fluffy as those made with milk, the extra fat in the half-and-half made for a pleasing texture, and the added heaviness of the eggs was imperceptible once sausage, bacon, and vegetables were folded in just before serving. —John Olson, Science Editor



Reading Item C—2007 Grade 11 Literacy

C. Use information from the passage to complete the graphic organizer below.

Cause	Effect
1.	Tough eggs
Steam from high heat	2.
Adding ingredients to the eggs when the eggs are almost done	3.
4.	Eggs that can accept ingredients without weeping

Reading Item C Scoring Rubric—2007 Grade 11 Literacy

SCORE	DESCRIPTION
4	The response provides four correct answers for the graphic organizer.
3	The response provides three correct answers for the graphic organizer.
2	The response provides two correct answers for the graphic organizer.
1	The response provides one correct answer for the graphic organizer.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Score Point: 4

The student completely and accurately completed the graphic organizer using information from the passage (“1. Eliminating milk”; “2. Crucial to the light, fluffy texture”; “3. Weeping was reduced, [and] the eggs managed to hold on to their pristine yellow hue”; “4. Using half [and] half as a dairy product instead of milk”). The response demonstrates thorough understanding of the passage.

Cause	Effect
1) Eliminating milk	Tough Eggs
Steam from higher heat	2) crucial to the light, fluffy texture
adding ingredi. to the eggs when the eggs are almost done	3) weeping reduced + fluffy yellow eggs
4) Using half & half instead of milk	Eggs that can accept ingredi's w/o weeping

- 1) Eliminating milk from the eggs
- 2) Crucial to the light, fluffy texture
- 3) Weeping was reduced, & the eggs had managed to hold on to their pristine yellow hue.
- 4) Using half & half as a dairy product instead of milk.

Score Point: 3

The response adequately completed the graphic organizer using information from the passage (“1. Dairyfree”; “3. the weeping reduces and they hold their pristine yellow hue”; “4. Adding half-and-half”). There is also a misinterpretation (“2. causes the eggs to not be fluffy”). The response provides evidence of a general, but not a comprehensive, understanding.

cause- underlined once
 effect- underlined twice

1. Dairyfree causes the scrambled eggs to be tough
eggs.

2. Steam from heat causes the eggs to not be fluffy.

3. Adding ingredients to the eggs when the eggs
are almost done causes the weeping reduces
and they hold their pristine yellow hue.

4. Adding half-and-half causes the eggs to accept
ingredients without weeping.

Therefore, when you scramble eggs to make the hearty scrambled eggs add half-and-half before adding other ingredients.

Score Point: 2

The student uses some information from the passage (“2. light and fluffy 3. decreases chance of weeping”) but the response also contains misinterpretations (“1. not enough liquids”; “4. margin of error”). The response is limited, and there is evidence of only basic understanding.

1. not enough liquids

2. light and fluffy

3. decreases chance of weeping

4. margin of error

Score Point: 1

The student inadequately uses accurate information to complete the graphic organizer (“4. half and half”). The response provides evidence of minimal understanding.

1. Not found.

2. Cooked the eggs too quickly.

3. Caused the eggs to weep.

4. half and half.

these is how the chef's want to try to find the right ingredients for great and fluffy eggs.

Score Point: 0

The student does not provide accurate information. There is no evidence the student understands the item.

1.

2. Coagulates the eggs. quickly and efficiently

3.

4. Folded in the second onions when the eggs were nearly done

For a copy of the reading passage, “Portrait of the Bagel as a Young Man” by Thomas Beller, please refer to the hard copy version of the Teacher Handbook.

For a copy of the reading passage, “Portrait of the Bagel as a Young Man” by Thomas Beller, please refer to the hard copy version of the Teacher Handbook.

Reading Item D—2007 Grade 11 Literacy

- D.** How does the narrator view his job at B&T Bagels? What significance does the job have for him? Provide two examples from the passage to support your response.

Reading Item D Scoring Rubric—2007 Grade 11 Literacy

SCORE	DESCRIPTION
4	The response states how the narrator views his job, explains its significance, and provides two examples from the passage to support the response.
3	The response states how the narrator views his job, explains its significance, and provides one example from the passage to support the response. OR The response states how the narrator views his job and provides two examples from the passage to support the response. OR The response explains the job’s significance and provides two examples from the passage to support the response.
2	The response states how the narrator views his job and explains its significance. OR The response states how the narrator views his job and provides one example from the passage to support the response. OR The response explains the job’s significance and provides one example from the passage to support the response.
1	The response states how the narrator views his job. OR The response explains the job’s significance.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Score Point: 4

The student uses an accurate example from the passage to thoroughly support the view the narrator has of his job being “the best job he ever had” (“he is a right hand man to someone who everybody can count on”). The response also indicates a clear and thorough understanding of the second part of the item with the student stating that “The significance... is that he feel important” and then using the example from the passage of it being “a position of considerable gravity.”

The narrator views his job at B & T Baggels as the best job he ever had. He likes his wages per hour. He likes the importance of his job. He finds his new job to be exhilarating. He realizes that this job is very special to him in each and every way. He is very happy to have this job. He is also happy because he knows that he is a right hand man on someone who everybody can count on. The significance that this job has for him is that he feels important. He loves his job. He feels good to be in charge of something. He seemed grateful to have a position of considerable gravity. He knows with this job he is more than able to take care of his necessary needs such as paying rent and buying food. Which is a good feeling for anyone to have.

Score Point: 3

The student thoroughly understands and gives evidence as to how the narrator views his job (“as a job of a lifetime”) and uses two examples from the passage to support this view (“He is gonna be payed 10 dollars an hour” and “He was going to be Mr. B’s right hand man”). The rest of the response indicates a general, but not a comprehensive description of the significance of the job and lacks clear detail or explanation.

The narrator views his job at B+T Bagels as a job of a lifetime. He is gonna be payed 10 dollars an hour or at the very high end of the pay scale. He was going to be Mr. B's right hand man. But when he goes down stairs he kind of gets a different feeling for the job, just like the feeling in the snow.

Score Point: 2

The student uses information from the passage but in a limited response by using examples from the passage as the view (“The narrator views his job at B&T Bagels as a position of considerable gravity”) and significance (“The significance... is that he was the right hand man to Mr. B.”) without demonstrating more than a basic understanding of the item.

The narrator views his job at B&T Bagels as a position of considerable gravity. He views this job as a steady source of income as well. The significance of his job to him is that he was the right hand man to Mr. B.

Score Point: 1

Although the student demonstrates minimal understanding of the item by stating that “the narrator sees his job has a great opportunity to do something good” or “This job was fun & interesting,” there is no information or evidence from the passage to support it.

There is a reason as to how the narrator views his job at Best Bagels and why his job has significance for him. First, the narrator sees his job has a great opportunity to do something good. This job was fun & interesting. Secondly, the bakery was in one of his fond memories and it was always a great place. So when he seen the ad he jumped at the chance to take the job. The memories that the narrator had at the shop had a great role in why he took the job, and is very happy.

Score Point: 0

Despite the mention of bagels, there is no evidence that the student read the passage or understood the item, and the response is completely irrelevant.

They will have to get the bagels right before they can sell them to anyone in the United States. The bagels are light and warm from the oven. There are a lot of things to do with the bagels that are made from poppy seeds, raisins, sesame seeds, and sour dough. These are the ingredients to make a bagel because of the things that have to be done before they can do anything to them. Some of the bagels that have been a lot of help making the bagels. There are the storage rooms where the ingredients have to go in order for us to start making the bagels that have to be done by a certain date or they are not any good because they can't follow directions b/c they was suppose to have the bagels done by 3-9-06. because they are a lot of bagels to bake.

The Games That They Played!

by Kerra Davis

The board game, “Bulls and Bears,” set an auction record when it sold for \$30,800 at a Noel Barrett auction in 1992. Everyone thought, “WOW!!! That’s what I should have been collecting!” Produced by *McLoughlin Brothers*, the game was from 1883, and was in impeccable condition.

Previous to that time, the auction record was low by comparison, and held by “The National Game of the American Eagle,” which had sold at *Skinner’s Inc.* in Boston for \$5,390.

The selling price for “Bulls and Bears,” mentioned previously, was just one of the things that happens sometimes at auction, and naturally grabs the spotlight of the media. Price guides list “Bulls and Bears” in the \$11,000–\$15,000 range.

Without question, most game collectors will never own games that fall into the top echelon of the price pyramid unless their great-great grandparents leave them a gem. Keep in mind that it only takes two bidders to drive prices to such a height, and there are many records of very nice antique games selling in price ranges that are quite affordable.

History tells us that the earliest printed games in America weren’t made in America, but imported from England. Book publishing houses were the first American companies to produce games. *McLoughlin Brothers*, makers of the “Bulls and Bears” game, began as a book and paper doll publisher. Their early lithographed games are the best as far as color and graphics are concerned. Other well-known early American game

manufacturers that are popular include *Ives*, *Bliss*, *Milton Bradley*, and *Parker Brothers*. Lesser known companies were *Reed*, *Thomson*, *Singer*, and *Selchow*.

Many of the early games were more educational and religious in nature. Children were often not allowed to play with games unless there was moral value incorporated. Then the game trend in America began focusing on what was popular, new, and fun. Bicycles were invented and there were many bicycling games published around 1895; other games depicted motorcycles and automobiles. Early sports themes included golf, tennis, basketball and baseball. These games have been referred to as “parlor athletics.”

7 Success was a major theme that companies used for their games. In the “Game of District Messenger Boy,” 1886, all you had to do was work hard to rise from the position of messenger to the president of the telegraph service. The “Game of Playing Department Store,” 1898, encouraged players to accumulate the greatest quantity of goods while spending money wisely. And who hasn’t played “Monopoly” and tried to corner the market by scooping up all the best properties? The *Parker Brothers’* version that we still know and love today debuted on the market in 1935.

8 It’s very hard to predict selling prices for antique and vintage board games. Auction prices are generally high simply because the items are advertised and the interested collectors are gathered and vying for the same games. Some game enthusiasts only look for items in mint condition,

while others focus in on the quality of the lithography. They don't seem to mind if a box is in poor condition as long as the lithography is still good.

At one time, the general rule was the older the game, the more valuable. Generations have come and gone, however, and the new collector is often looking for what he or she remembers from their childhood. They don't relate to the games of old. They played games that featured TV shows and personalities. So don't be surprised when these games bring higher prices than a generic game from the early 1900s.

Rarity and cross-collectability also make a difference in value. "Old Maid," "Authors" (modern "Go-Fish"), "Jackstraws" (modern "Pick-up-Sticks"), "Anagrams" and "Lotto" were produced by the millions. You can find many examples for sale everyday on the Internet, priced as low as \$5. They are not hot sellers, because everyone that would be interested either already has several or knows how easy they are to find. Exceptional cover illustrations on these games, however, make them a perfect starting point for beginning collectors.

Cross-over collectors are often the reason game values rise. They buy games not because they are games, but because of their specific collecting interest. Baseball is one of these categories. In May of 2003, a card game from 1923 about baseball with only a regular paper label (no graphics) on the box cover sold for \$76 on *eBay*. Games featuring comic characters are also in demand because of their cross-over theme.

In 1985, The American Game Collectors Association was founded to preserve and study American games of all eras. Members' interests include board and card games, jigsaw and dexterity puzzles, strategy games, marbles, tops, and others. In the early 1990s, AGCA asked its members to

choose the best games from a predetermined list in two categories—artistic games and playable games. Some of the games chosen in the artistic category were as follows:

- National Game of the American Eagle, 1844, by *Ives*.
- To the North Pole by Airship, 1904, by *McLoughlin Bros.*
- Game of Voyage Around the World, 1919, by *McLoughlin Bros.*
- The Wonderful Game of Oz, 1922, by *Parker Brothers*.

Chosen in the most playable category were:

- Authors, since 1861, made by many companies.
- Parcheesi, since 1867, by *E.G. Selchow (Hasbro today)*.
- Touring, 1906, replaced by Mille Bornes, by *Parker Brothers*.
- Sorry, since 1930s, by *Parker Brothers*.

You do not have to collect rare and unusual games to be fascinated by this hobby. Take the common games that are inexpensive and so easy to find and build a collection around them. You could even focus on one single game such as "Old Maid," "Bingo" or "Parcheesi," and many examples will be priced less than \$20. For different graphics you could concentrate on the game boards. They are often found alone, out of their box and with no playing pieces, which keeps the price low. You could also follow the family "left-over" plan and ask your relatives for the old games they have stashed away in closets and attics. The old saying does remain true that someone else's trash could be your treasure.

Reading Item E—2007 Grade 11 Literacy

- E. According to the passage, what are two factors that can affect the value of a game? Provide an example from the passage to support each of your choices.

Reading Item E Scoring Rubric—2007 Grade 11 Literacy

SCORE	DESCRIPTION
4	The response identifies two factors that affect the value of a game and provides an example from the passage to support each choice.
3	The response identifies two factors that affect the value of a game and provides an example from the passage to support one choice. OR The response identifies one factor that affects the value of a game and provides two examples from the passage to support the choice.
2	The response identifies two factors that affect the value of a game. OR The response identifies one factor that affects the value of a game and provides one example from the passage to support the choice.
1	The response identifies one factor that affects the value of a game.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Score Point: 4

The student thoroughly and clearly identifies two factors that affect the value of a game (“lithography and what he or she remembers from their childhood”) and uses accurate information from the passage (“People don’t seem to mind if a box is in poor condition as long as the lithography is still good”; “They don’t relate to the games of old. They played games that featured TV shows and personalities”) to support their response.

Two factors that can affect the value of a game are the lithography and what he or she remembers from their childhood. People don't seem to mind if a box is in poor condition as long as the lithography is still good. They look for the quality of the lithography. Another factor is what he or she remembers from their childhood. They don't relate to the games of old. They played games that featured TV shows and personalities. It doesn't matter how old the game is. These two factors are what people look for in the value of a game.

Score Point: 3

Although the student thoroughly identifies the two factors that determine the value (“age” and “sentamental value”), some of the evidence and information they chose to use from the passage is inaccurate. “If a game is very old than it also is very rare” is not considered a valid factor that can affect the value of the game.

When a collector buys a game there is usually two reasons why he or she buys it. One reason is the age of the game. If a game is very old than it also is very rare so being one of those who have the game might be impeckable for a buyer. The second reason is if it holds sentamental value. Some buyers may have loved the game as a child or never was able to own one therefore owning one later on might bring back good memories. If there are several buyers wanting a game for those two reasons then the price for it can be very high.

Score Point: 2

The student shows only a basic understanding of the item by correctly identifying two factors (“Rarity” and “condition”) but uses little or no information from the passage to support the response.

Rarity is a factor that can affect the value.
If a game is found in nearly every house, then it isn't going to be worth very much. If the game only produced 2,000 copies, then it is going to be worth a lot.

Games being in mint condition can affect the value.
If a game is moldy and kids have drawn on it, then it won't be worth a lot. If the game has never been opened, then it will be worth more.

Score Point: 1

Even though the student seems to have identified one of the factors (“condition”), the response does not show a clear understanding of the item and does not give any evidence from the passage to indicate having read or understood it.

Two factors that could affect the value of a game is the box and the pieces.

The reason the box would affect the value is without the box you don't have nothing to store the game in. The box makes the game look like its in good condition.

The last factor is the pieces. The reason it would affect the value of the game is because you have nothing to play the game with. What's the use of the board without pieces.

In conclusion the two factors that would affect the value would be the box and the pieces. There's no game without pieces. No storage without the box.

Score Point: 0

The response is irrelevant and the response gives no indication that the student understands the item or has read the passage.

what are two factors that can affect the value of a game you are playing sports you need to go some where alone so you can think about something and get your mind on the game. 1 factor the 2 factors is this my mother told me this never quit and go out there and give it your all you have just do your part and believe and your team mates and you can set your goal or be what you want to. Just put your mind to the test and you can be whatever you want to be. Just believe and your self. And make it happen. your Dreams will come true. if you just believe and it.

For a copy of the reading passage, “Restaurants of Central Arkansas,” please refer to the hard copy version of the Teacher Handbook.

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Reading Item F—2007 Grade 11 Literacy

- F. Identify two elements of a good restaurant review. Provide an example of each element from the passage to support your response.

Reading Item F Scoring Rubric—2007 Grade 11 Literacy

SCORE	DESCRIPTION
4	The response identifies two elements of a good restaurant review and provides an example of each element from the passage to support the response.
3	The response identifies two elements of a good restaurant review and provides an example of one element from the passage to support the response. OR The response identifies one element of a good restaurant review and provides two examples of the element from the passage to support the response.
2	The response identifies two elements of a good restaurant review. OR The response identifies one element of a good restaurant review and provides one example from the passage to support the response.
1	The response identifies one element of a good restaurant review.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Score Point: 4

The student clearly identifies two elements of a good restaurant review (“A good review must be honest but yet persuasive”) and provides an example of each element from the passage as support (“One example would be when the critic states that the red beans and rice, at Tuesday USA, needs more rice. He is being honest but still persuades the reader to try out their food when he states that they serve real crab meat and large portions for a moderate to expensive price”). The response demonstrates thorough understanding of the passage.

Restaurant Reviews can be a
huge help to the average eater-outer.
A good review must be honest but yet
persuasive. One example would be when
the critic states that the red beans
and rice, at Tuesday USA, needs more r.ice.
He is being honest but still persuades the
reader to try out their food when he
states that they serve real crab meat and
large portions for a moderate to expensive
price.

Score Point: 3

The response clearly identifies two elements of a good restaurant review (“there are a few things that you definatly want in your review. The biggest thing that you want is the cost of your restaurant”; “Another key thing you want is your hours that you are open on each day”). The student gives adequate examples of the cost element (“Crazy Hibachis is a great example with having a moderate cost rate”; “You dont want to be expensive like Doe’s Eat Place”) but does not provide any information from the passage regarding the hours of operation. The response provides evidence of a general, but not a comprehensive, understanding.

Restaurant reviews are what make and break some restaurants! If you have a small restaurant and trying to get your name out, then there are a few things that you definatly want in your review. The biggest thing that you want is the cost of your restaurant. Crazy Hibachis is a great example with having a moderate cost rate. You dont want to be expensive like Doe's Eat Place because customers want good food for a decent price. Another key thing you want is your hours that you are open on each day. If that's not in your review for the customers then they won't know when to come and when not to come. Location and a phone number are some more great things for your perfect review.

Score Point: 2

The student provides a limited response to the reading item (“Two elements of a good restaurant review. Would be prices and food portions”). There is only limited evidence that the student read the passage (“One example of that would be Best Impressions.”) The response provides evidence of only a basic understanding.

Two elements of a good restaurant review. Would be prices and food portions
One example of that would be Best Impressions.

Score Point: 1

The student uses no information from the passage but rather lists items that could be viewed as the review element “service.” The response provides evidence of a minimal understanding.

One good review would be when you have a customer ask them what they would like to have after you seat them. The next good review would be don't be rude to your customers. If you do they'll walk out of your restaurant.

Score Point: 0

The student merely copied different phrases from throughout the passage and did not attempt to provide a response. There is no evidence that the student understands the item.

Best impressions have paralyzed
their catering expertise & experience
with Simply the Best Catering into
one of the area's finest lunch
spots. New American dishes are
delectable & gorgeously presented.
Vermillion Water Grill is a list
of daily specials depending on
what Michael Sergio supplies
have yanked from the waves,
supplements or standing menu that
also includes pork, chicken, & beef.
Two elements are that they
are very on track with these
restaurants and there food
is always fresh and know
how to greet their customers
to keep them coming time &
time again for good business

Acknowledgments

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WRITING RESPONSES

Domain Scoring

In domain scoring, which was developed in conjunction with Arkansas educators, the observation of writing is divided into several domains (categories), each composed of various features. The domains scored for Arkansas compositions are Content, Style, Sentence Formation, Usage, and Mechanics. (These domains are defined on the following page.) Each domain is evaluated holistically; the domain score indicates the extent to which the features in that domain appear to be under the control of the writer. The score reflects the student's performance for the entire domain with all features within the domain being of equal importance.

All responses are read independently by at least two readers. The two scores are averaged by domain. In cases where the two readers' scores are non-adjacent (a "1" and a "3," for example) in any domain, the response is read by a third reader for resolution.

The domain scores, along with an awareness of the features comprising each domain, can be used to plan developmental or remedial instruction for the student.

Scoring Scale

Each domain is scored independently using the following scale:

- 4** = The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain's features.
- 3** = The writer demonstrates **reasonable**, but not consistent, control* of most of the domain's features, indicating some weakness in the domain.
- 2** = The writer demonstrates **inconsistent** control* of several of the domain's features, indicating significant weakness in the domain.
- 1** = The writer demonstrates **little or no** control* of most of the domain's features.

*Control: The ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each domain.

The application of the scale, using actual student writing, was done with the assistance of a committee of Arkansas teachers and representatives of the Arkansas Department of Education.

Non-scoreable and Blank Papers

Compositions are scored, unless they are off-topic, illegible, incoherent, refusals to respond, written in a language other than English, or too brief to assess. A score of "NA" indicates that the student's writing entry was non-scoreable and that entry will receive a score of "0."

Content (C)

The Content domain includes the focusing, structuring, and elaborating that a writer does to construct an effective message for a reader. It is the creation of a product, the building of a composition intended to be read. The writer crafts his/her message for the reader by focusing on a central idea, providing elaboration of the central idea, and delivering the central idea and its elaboration in an organized text. Features are:

- Central idea
- Elaboration
- Unity
- Organization

Style (S)

The Style domain comprises those features that show the writer is purposefully shaping and controlling language to affect readers. This domain focuses on the vividness, specificity, and rhythm of the piece and the writer’s attitude and presence. Features are:

- Selected vocabulary
- Selected information
- Sentence variety
- Tone
- Voice

Sentence Formation (F)

The Sentence Formation domain reflects the writer’s ability to form competent, appropriately mature sentences to express his/her thoughts. Features are:

- Completeness
- Standard word order
- Absence of fused sentences
- Expansion through standard coordination and modifiers
- Embedding through standard coordination and modifiers

Usage (U)

The Usage domain comprises the writer’s use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are:

- Standard inflections
- Agreement
- Word meaning
- Conventions

Mechanics (M)

The Mechanics domain includes the system of symbols and cueing devices a writer uses to help readers make meaning. Features are:

- Capitalization
- Punctuation
- Formatting
- Spelling

Writing Prompts—2007 Grade 11 Literacy

These are the two writing prompts administered to all grade 11 students in March 2007.

Prompt #1

The United States Postal Service is having an essay contest, and you have decided to enter. This is the topic:

The United States Postal Service creates stamps to honor people who have accomplished something important. Who should be on a new stamp?

Before you begin to write, think about someone who has accomplished something important. **Why** should this person be on the new stamp.

Now write an essay for the United States Postal Service about a person who should be on a new stamp. Give reasons and enough detail so that your readers will understand.

Prompt #2

Your school district is considering adopting the following policy:

Fifteen minutes will be set aside each day for all students to sweep, dust, and clean classrooms and hallways.

You decide to write a letter to the school board expressing your opinion.

Before you begin to write, think about cleaning the school for fifteen minutes each day. Is this a good idea? How would this affect your school and students?

Now write a letter to the school board expressing your opinion on students cleaning the school. Give enough detail so that the school board will understand.

Writer's Checklist

1. Look at the ideas in your response.
 - Have you focused on one main idea?
 - Have you used enough detail to explain yourself?
 - Have you put your thoughts in order?
 - Can others understand what you are saying?
2. Think about what you want others to know and feel after reading your paper.
 - Will others understand how you think or feel about an idea?
 - Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.)
- Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)
- Are your sentences alike? (Hint: Use different kinds of sentences.)
3. Look at the words you have used.
 - Have you described things, places, and people the way they are? (Hint: Use enough detail.)
 - Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
 - Have you used the right words in the right places?
4. Look at your handwriting.
 - Can others read your handwriting with no trouble?

It's important to keep our schools clean. Setting aside fifteen minutes a day to sweep dust, and clean our hallways and classrooms, sounds like it could be a good idea. This suggestion could also have its disadvantages.

A good advantage for cleaning our hallways and classrooms is it would help make our school cleaner. It would keep less bugs and rodents out of the school. The school would feel more pleasant to be in. One disadvantage about cleaning the school is that the janitors will have nothing to do. The reasons for hiring janitors is to clean. It would be unfair for us to be cleaning and the janitors still get paid, for something they didn't do.

In conclusion sweeping, dusting, and cleaning our school hallways and classrooms can have its advantages and disadvantages. In my opinion I wouldn't want to clean. I feel that's what janitors are for. We are at school to learn, not take fifteen minutes to clean.

Content: 2

This response is focused on advantages and disadvantages of setting aside fifteen minutes each day for students to clean classrooms and hallways. The elaboration is minimal, however; only one supporting statement for each position is offered. The writer then concludes by stating a position (against students cleaning). The response would be more unified had the writer taken a position and developed ideas to support that position. The writer’s control of Content features is inconsistent.

Style: 2

The writer displays inconsistent control of Style features. Vocabulary is predominantly general with only a couple of attempts to affect the reader (“bugs,” “rodents”) and information is more general than specific and is repetitive. Additionally, there is not much variety in sentence structures. The writer misses opportunities to shape and control language to affect the reader.

Sentence Formation: 3

While there are no sentence construction errors, this response contains only simple and compound sentences. There are many ideas that could be expanded by the use of clauses and modifiers. At this grade level, the inclusion of simple, compound, complex, and compound-complex sentences is expected. The writer’s control of Sentence Formation features is reasonable.

Usage: 3

This response contains scattered errors in inflection (“get”), agreement (“reasons... is”), and word choice (“good advantage,” “less bugs and rodents”). Holistically, the writer’s control of Usage features is reasonable.

Mechanics: 4

Despite the inclusion of a couple of unnecessary commas, this response illustrates consistent control of Mechanics features. Capitalization, spelling, punctuation, and formatting are under this writer’s control.

I think that Tiger Woods should be on the new postage stamp. In honor of his efforts off the golf course, overcoming obstacles, and his overall career.

Most of the athletes you hear about have two mansions, a couple of limos, and private cooks. Even though Mr. Woods may have these things, he is leading an effort in California to keep kids off the streets. He has been building centers all over California as a place for kids to go after school. Tiger Woods has also spent days at a time helping in the hurricane relief in New Orleans.

A lot of people forget that Mr. Woods had to overcome tremendous obstacles to get at the point where he is. When he was a kid, the course that he played at didn't like him too well. But instead of quitting he practiced and practiced until he got a scholarship. Then during this past year his father, who was his support, died.

Through all that Tiger Woods has been ranked number one in the world. He has won over eighteen major championships at the age of thirty-seven. He is also the most recognizable professional in the world. Mr. Woods has almost single handed brought golf back to the country.

This is why I believe Tiger Woods should be on the new postage stamp.

Content: 3

This response has a clear central idea, but the supporting ideas are not well developed. Some of the elaboration is merely listed, while some is more complete. The sentence “Most of the athletes you hear about have two mansions...” does not relate to the central idea and causes confusion. There is a sense of closure. This writer demonstrates reasonable control of Content features.

Style: 3

The writer offers information and vocabulary that is both specific (“leading an effort in California,” “overcome tremendous obstacles,” “praticed and praticed”; “eighteen major championships at the age of thirty-seven”) and very general (“building centers”; “spent days”; “didn’t like him to well”). There are many missed opportunities to include selected information and vocabulary to affect the reader and to allow the writer’s voice to be more audible. The sentences are varied, and the tone is appropriate. Overall, the writer displays reasonable control of Style features.

Sentence Formation: 4

Despite a fragment in the first paragraph, the writer demonstrates consistent control of Sentence Formation features. There are many examples of complex sentences achieved by embedding and combining ideas by coordination and subordination.

Usage: 4

Committing only one usage error (“single handed”), the writer displays a command of Usage features: inflections, agreement, word meaning, and conventions.

Mechanics: 4

Although there are a couple of errors in spelling (“Alot”; “to well”; “quiting”) and missing commas (after two introductory clauses), this response still merits a “4” in Mechanics. Considering all that the writer has executed successfully, control is consistent.

Imagine losing a limb in a battle in a far off, sandy foreign country. You ~~would~~ would spend a lot of time in a hospital and most likely go through a series of surgeries and fittings for prosthetics. I would ~~not~~ exactly come out of an experience like that with a smile on my face, ready to move on with life and help others, but some veterans of the war in Iraq are doing just that. I think that the United States Postal Service should honor veterans from Iraq who have been seriously or irreversibly injured in the war and are going on with life and using their situation to help others on a new postage stamp or ~~set~~ series of postage stamps.

Even though these veterans have not accomplished great events that are sure to change the course of history, they are making big differences in their world and in other people's lives. By moving on and being wonderful people, these veterans remind us as a country of the American Spirit — full of bravery, courage, and will, they push on, making it almost seem as if they were whole, unscarred people. In making stamps with these veterans on them, the U.S. Postal Service would be inspiring people ~~at~~ across America to live with the basic principles

that America was founded on.

These veterans also remind us that we ~~shd~~ should not focus on the past, but that we should accept what has happened, trust in God, and make the best of our situations. Of course, the veterans must think of what they could be doing had the war in Iraq not happened, but they do not dwell on it. They help in hospitals, cheering up others who are in the same situation as they. These veterans learn to use prosthetics to get work or other activities done. They trust in God that he will give them everything they need to make the best of the life that he has given them. If the faces of these veterans were seen on postage stamps, then they would remind the people of ~~our~~ our country to accept the life we are given and make the best of it. If everyone was as happy as some of these veterans, the world would be a much more ~~pleas~~ pleasant place.

No, these veterans didn't discover a new scientific theory or invent something even better than the iPod or microwave. But they are making big accomplishments that can subtly affect everyone in the nation. If the United States Postal Service made stamps with these people on them, then their accomplishments would inspire many and honor the veterans.

Writing Annotation for Sample Response 3—Prompt 1—2007 Grade 11 Literacy

Content: 4

This writer successfully crafts a message for the reader. The central idea is clear, elaboration is complete and supports the central idea, and there is a progression of ideas. The writer organizes the elaboration around veterans living the “American Spirit” and not focusing on the past. There is a consistent point of view and closure. This writer displays consistent control of Content features.

Style: 4

The features of Style are consistently controlled in this response. The writer purposefully includes vocabulary and information to affect the reader. By shaping and controlling language, the writer’s esteem and pride for the veterans serving in Iraq is very obvious. The writer’s voice and tone is maintained throughout the response.

Sentence Formation: 4

The writer displays the ability to form competent, appropriately mature sentences. The use of coordination and subordination through modifiers, conjunctions, and clauses is apparent throughout the response. While not all sentences are perfect (there is a comma splice), perfection is not required for a “4.”

Usage: 4

The writer consistently controls Usage features of inflections, agreement, word meaning, and conventions.

Mechanics: 4

Consistent control of Mechanics features is displayed in this response.

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